

4-2016

Pull-out or Push in? Impact on Students with Special Needs Social, Emotional, and Academic Success

Kasey Barton
St. John Fisher College, kebarton07@gmail.com

[How has open access to Fisher Digital Publications benefited you?](#)

Follow this and additional works at: http://fisherpub.sjfc.edu/education_ETD_masters

 Part of the [Education Commons](#)

Recommended Citation

Barton, Kasey, "Pull-out or Push in? Impact on Students with Special Needs Social, Emotional, and Academic Success" (2016). *Education Masters*. Paper 334.

Please note that the Recommended Citation provides general citation information and may not be appropriate for your discipline. To receive help in creating a citation based on your discipline, please visit <http://libguides.sjfc.edu/citations>.

This document is posted at http://fisherpub.sjfc.edu/education_ETD_masters/334 and is brought to you for free and open access by Fisher Digital Publications at St. John Fisher College. For more information, please contact fisherpub@sjfc.edu.

Pull-out or Push in? Impact on Students with Special Needs Social, Emotional, and Academic Success

Abstract

Abstract[SMS1]

Inclusion has become the standard practice in the classroom today but many students continue to be pulled out of the classroom for various services such as counseling, speech therapy, occupational therapy, physical therapy, and extra support. It is up to the teachers and the parents to decide where the least restrictive environment is for the students in order for them to be the most successful. This study was conducted to determine any effects on students' social success in the classroom. The study involved five general education teachers, two special education teachers, four parents, and six fourth grade students who are on IEPs. The general education teachers teach various grade levels ranging from first grade through sixth and one music teacher. Each teacher and parent was privately interviewed and the children were given an online questionnaire. Upon completion of the study, it is determined that each student should be treated as an individual and recognize that some are more successful in the classroom with their peers, while others do better in smaller settings. An ideal situation would be smaller class sizes with a general and special education teacher co-teaching together.

Keywords: Inclusion, Special Education, Social Success

Document Type

Thesis

Degree Name

MS in Special Education

Department

Education

First Supervisor

Susan M. Schultz

Subject Categories

Education

Pull-out or Push in?
**Impact on Students with Special Needs Social, Emotional, and Academic
Success**

By
Kasey Barton

Submitted in partial fulfillment of the requirements for the degree
M.S. Special Education

Supervised by
Dr. Susan M. Schultz

School of Education
St. John Fisher College

April 25, 2016

Abstract

Inclusion has become the standard practice in the classroom today but many students continue to be pulled out of the classroom for various services such as counseling, speech therapy, occupational therapy, physical therapy, and extra support. It is up to the teachers and the parents to decide where the least restrictive environment is for the students in order for them to be the most successful. This study was conducted to determine any effects on students' social success in the classroom. The study involved five general education teachers, two special education teachers, four parents, and six fourth grade students who are on IEPs. The general education teachers teach various grade levels ranging from first grade through sixth and one music teacher. Each teacher and parent was privately interviewed and the children were given an online questionnaire. Upon completion of the study, it is determined that each student should be treated as an individual and recognize that some are more successful in the classroom with their peers, while others do better in smaller settings. An ideal situation would be smaller class sizes with a general and special education teacher co-teaching together.

Keywords: Inclusion, Special Education, Social Success, Pull-out, Push in

Pull-out or Push-in: Impact on Students with Special Needs, Social, Emotional, and Academic Success

According to the Individuals with Disabilities Education Act, 2004, "Removal of children with disabilities from the regular educational environment occurs only when the nature or severity of disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily" (IDEA, 2004, chap.33, sec 1412 a5A). No Child Left Behind stated that all children should be educated in the Least Restrictive Environment, implementing inclusion. However, according to the National Report to Congress (U.S. Department of Education, 2007), 49.9% of students with disabilities receive inclusive services for 80% of their school day or more and approximately 23% of students receive their education primarily in separate special education settings (Causton-Theoharis, Theoharis, Orsati, & Cosier, 2011).

Even though more schools are implementing inclusive settings, many students continue to be pulled out of the classroom for services or are permanently placed in self-contained classrooms. However, according to the National Center for Education Statistics, more and more students with disabilities are being served in general education classes than ever before (Wilson, Kim, & Michaels, 2011). These services are provided for the students in order to help them become more successful, but what is the impact on their social, emotional, and academic success when they are pulled out of the general education classroom for services? Do they fall behind in other subjects when they are receiving speech therapy or do the students with special needs have difficulty connecting with the other children in the classroom when they are continuously pulled out, sometimes three times a day?

Students continue to be pulled out of the classroom since No Child Left Behind and Inclusion

In 2004, the Individuals with Disabilities Education Act (IDEA, 2004) stated that inclusion should happen in the least restrictive environment (LRE) and that all students with disabilities have the legal right to be placed in the LRE (Causton-Theoharis et al. 2011). Inclusion allows students with disabilities to receive the same education and support in the general education classroom based upon their IEP's. Under LRE, the general education classroom is the first place to be considered for educating a student with a disability before more restrictive options are considered (Causton-Theoharis et al., 2011).

Advantages of Inclusion

What are the benefits to inclusion and why should it matter that a special education student is in the classroom as much as necessary? According to Mara Sapon-Shevin, "We should begin with the assumptions that all children are included and that we must meet their needs in an inclusive setting" (O'Neil, 1994, p. 7). The students with disabilities are included in the instruction, collaboration, field studies, and specials. They get to build relationships with other students and learn appropriate behaviors both physically and mentally by modeling other students. Teachers are required to differentiate lessons so that all students are reached and taught at the same level. Inclusion creates a community in the classroom enabling students to support one another and not feel excluded. Sapon-Shevin (O'Neil, 1994) feels that schools should be restructured so that they are supportive, nurturing, communities that meet the needs of all children: rich in resources and support for both student and teacher. Children are part of a

community, taught the same material, therefore recognizing their differences and creating support.

Disadvantages of Inclusion

According to IDEA, special education students are to be taught in the LRE, which leads one to examine whether the student should be pulled out of the classroom for special education services or remain in the general education setting. However, there could be a few disadvantages to inclusion such as some students requiring more support than the general education teacher is able to give or the students' disruptive behavior may inhibit other students in the classroom from learning. In some instances, students can be unsafe and at times may harm other children in the classroom or they could require a quieter setting than what may be provided in the general education classroom.

In various classrooms, teachers may not have the training or the skill to create quality differentiated lesson plans so that all students are receiving the same education and instruction leaving some to fall behind academically (Sailor & Roger, 2005). Rea et al. (2002, p. 204), also support the findings stating that "general education is unprepared to meet the unique needs of students with disabilities" and agree with Kauffman, saying that "inclusion is primarily a cost cutting effort." General education teachers are required to take a limited number of classes in special education but that is generally not their focus and they may not have the ability, need or patience to work with one or more children with an IEP in a class of thirty. Such an expectation could be exhausting if a teacher is spending more time working on differentiating a lesson to meet all students' needs versus creating a quality lesson that meets the general needs of the students.

If there is only one teacher in the classroom, it can be difficult for the student with special needs to receive needed one-on-one help or attention. According to Kauffman, there is no problem meeting special needs outside of the classroom (O'Neil, 1994), which many students require in order to gain the most of their instruction. Many students, such as those with Attention Deficit Disorder or Autism, require a quiet and controlled setting. Numerous classrooms are moving towards a collaborative environment that can lead to loud noises and controlled chaos. The teacher is then required to work the room helping each student, not just those on IEP's, possibly leading students to get left behind.

Bottom Line

Inclusion pushes for children to be in the classroom, yet there are students who may continue to require extra services such as occupational, physical, or speech therapy, counseling, English as a New Language services, or one-on-one time with the Special Education teacher. In some instances, a student may have difficulties in multiple developmental areas such as "motor skills, communication and language abilities, vision, hearing, and behavioral and intellectual, a team of specialists may be required to deliver services to the student" (Baily & Head, 1993, p. 1). It is noted that teachers often feel inadequately prepared to teach students whose learning style is affected by more than a vision loss yet professionals agree that these students would be best integrated in a classroom and community environments where they can practice skills as a meaningful and functional part of a whole activity (Baily & Head, 1993; Brown et al., 1989; Brown, Nisbet, Ford, Sweet, Shiraga, York & Loomis, 1983). Although the general education teachers may not be the most qualified to teach the student with special needs, many agree that the classroom is the best place for them to learn.

In a seven-hour day, how much time is the student with an IEP actually spending in the general education setting? How much instruction are they missing and how does this impact their social and academic progress along with their self-esteem? Are students who are in the general education setting happier and more successful than they would be in a self-contained classroom or is the least restrictive environment a small classroom setting with one-on-one instruction with the special education teacher the best situation? Students are more likely to build a strong and responsive relationship with the teacher if they are in an environment that is quiet and safe.

Inclusion

Many educators and parents alike are vying for inclusion in the classroom. However, how do the students with disabilities feel about being included in the general education classroom? As Sapon-Shevin stated, "It is very important for children to have the opportunity to learn and grow within communities that represent the kind of world they'll live in when they finish school" (O'Neil, 1994, p. 7). Is inclusion the most appropriate service for students with special needs? What about students who require multiple services?

Silverman and Millspaugh (2006) noted that the delivery of related services lags behind with regard to practice within natural settings in schools. The tendency is to separate the student who requires services such as occupational therapy from the rest of the class. "Occupational therapy services might be delivered in a temporarily unused space such as a music or art room, on the schools' stage, or at a small table in a hallway" state Silverman and Millspaugh (2006, p. 2). Furthermore, as inclusion becomes more typical in classrooms, physical isolation of services remains the same causing a significant barrier to collegial relationships and collaboration in schools (Friend, 2003; Silverman & Millspaugh, 2006).

Best Environment for Students to Learn

According to Sailor and Roger (2005), schools should stop pulling students out of the classrooms and have the general education teacher assume responsibility for students with IEP's using the Universal Design or Schoolwide approach. The Universal Design, according to Rapp (2014), is "A set of principles to follow when developing a curriculum so that the curriculum meets the needs of every student, giving all students equal opportunities to learn" (p. 2). Students need to be in the classroom but with the supports, accommodations, and adaptations needed to for the child to be successful. Unfortunately, Sailor and Roger (2005) noticed that when inclusion failed, special education students often found themselves at tables- usually in the back of the classroom- with paras who, in a one-on-one approach, worked with them on something other than what the rest of the class is doing.

Furthermore, Hannes, Von Arx, Christiaens, Heyvaert and Petry, (2012) did a comprehensive research study to evaluate the effect of inclusive education on students with special education needs (SEN). They found that the pull-out classroom model is valued for its educational benefits, however, less appreciated for social reasons, referring to general feelings of segregation from other students (Hannes et al., 2012). As students are pulled from their general education classroom, they are allowed to work in a small classroom setting with their special education teacher working one-on-one with an assignment. This allows the teacher to give the student necessary adaptations and accommodations enabling them to increase their self-efficacy.

How does inclusion affect the students' academic and social awareness? According to Rea, Walther-Thomas and McLaughlin (2002), students with learning difficulties served in inclusive classrooms achieved higher course grades in language arts, mathematics, science, and

social studies than students with learning difficulties in pull-out programs. Hannes et al. (2012), continues to state that although some researchers sketch a positive social situation for students with SEN, others point to the risks for students' social development. Students that are pulled out of the classroom feel segregated and stigmatized (Hannes et al., 2012) from the group although they do appreciate the attention and one-on-one support and knowledgeable kind teachers who can provide them with necessary support both at an academic level and an organizational level (Hannes et al., 2012).

Zigmond of the University of Pittsburgh says that the question of where students with special needs should learn has been a debate since 1968, based on an article written by Lloyd Dunn (2003). It has since been a topic in the court system stating that children with disabilities should be educated in as mainstream a setting as possible and has been tested in lawsuits such as *Brown vs Board of Education* (1954), *Pennsylvania Association for Retarded Children vs Commonwealth of Pennsylvania* (1972) (Zigmond, 2003). There was a strong debate in 1994 between Sapon-Shevin and Kauffman in which Sapon-Shevin argued that students with special needs should be in a classroom that is more like the real world (O'Neil, 1994). However, Kauffman argued that those same students will receive a better education with more one-on-one attention, quieter setting, and a teacher who knows how to work with the students. He also stated that schools should not use inclusion as a way to save money. Klingner et al., states that "others assert that no separate knowledge base exists for teaching students with disabilities and that pull-out programs or self-contained classrooms have failed to bring about desired benefits" (1998, p. 148).

Since 1968, there has been various amounts of research conducted to evaluate whether inclusion, pull-out, or self-contained classrooms are best for students. However, there is not much valid data to support one over the other. Dunn states that “There was no empirical support for educating students with high-incidence disabilities in special classes” (Zigmond, 2003, p. 197). By 1996, Anne Hocutt concluded a study to say that “various program models implemented in both general and special education can have moderately positive academic and social impacts for students with disabilities” (Zigmond, 2003, p. 195). Is it fair to say that all agree that students with disabilities require the best education although their needs may not be the same? Where a student is taught may very well be based on the student’s disabilities and needs. Manset and Semel (1997) reiterated Hocutt’s conclusions: Inclusive programs can be effective for some, although not all, students with high-incidence disabilities (Zigmond, 2003). Waldron and McLeskey (1998) agreed with this conclusion. In their research, students with severe learning disabilities made comparable progress in reading and math in pull-out and inclusion settings, although students with mild learning disabilities were more likely to make gains more equal to nondisabled peers when educated in inclusive environments than when receiving special education services in a resource room (Zigmond, 2003). “Researches who have argued for the need for self-contained settings claim that it is unrealistic to assume that all students with disabilities can be part of a general education classroom community” further stating that these “scholars assert that students with disabilities are often shunned by their peers in general education classrooms, and therefore they are better off receiving an education in a self-contained setting away from their general education peers” (Causton-Theoharis et al, 2011, p. 66).

For example, others, such as Kauffman, may wonder if inclusion is the best option for all students (Klingner, 1998). In some cases, the teachers may not make the appropriate adaptations for students with special needs or disregard the IEP all together. The general education teacher is now required to be in charge their students with special needs and rather than “dumping” them in special education classrooms (Klingner, 1998).

Rea et al. (2002) conducted a study in two suburban schools to compare the efficacy of inclusion versus pull-out methods and what works best for students involved. As more students with disabilities are included in general education classrooms, it is critical to examine the relationship between models of special education service delivery, specifically pull-out or inclusion in general education, and academic outcomes for students with disabilities (Rea et al., 2002). The study included 8th grade classrooms in two suburban schools where the instruction delivery methods were varied. Enterprise, utilized a pull-in or inclusion method whereas Voyager students received special education through pull-out. This study clearly demonstrated that students with disabilities included in general education classrooms achieved better outcomes on some measures than did their peers in pull-out programs and comparable outcomes on others (Rea, et. al., 2002). For example, students with LD served in inclusive classrooms earned significantly higher grades in all four areas of academic instruction.

Thirty-three (91.7%) students at Enterprise passed language arts with a grade of C or better, indicating average or above-average achievement. By comparison, at Voyager, 14 (63.6%) students passed with average or above-average achievement. (Rea et al., 2002, p. 213)

Although the students' grades were significantly stronger in Enterprise than Voyager, there were no differences in behavior or in/out of school suspension. However, Rea's studies did notice a small difference in attendance between the two schools. "Attendance data from both schools revealed that students in inclusive classrooms attended significantly more days of school than did students in pull-out special education programs" state Rea et al. (2002, p. 216). Based on this study, one could assume that students prefer to go to school where inclusion is the norm versus pull-out methods, which is further supported by Causton-Theoharis, (2011), who stated that "Numerous scholars contend that students with and without disabilities benefit both socially and academically from inclusive services" (Causton-Theoharis, et al., 2011, p. 61).

As NCLB and Common Core become more standardized in the classroom, schools seem to be focused on greater accountability, increased standards, and high-stakes testing for all students (Browder, Spooner, Wakeman, Trela, & Baker, 2006; Thurlow & Wiley, 2006; Wilson, et al. 2011). Wilson, et al. (2011) state that the "standardized, one-size-fits-all approach" (Mihalas, Morse, Allsopp, & McHatton, 2009, p. 109) may not always mesh with the individual instructional support needs of students with disabilities (Browder et al., Wilson et al., 2006; Goodman, Hazelkorn, Bucholz, Duffy, & Kitta, 2011). Therefore, the purpose of this study was to determine how students with disabilities are being taught in the general education classroom, how they are performing, and asks does it matter what service is being taught and where.

The study took place in a large suburban, metropolitan school district consisting of two middle schools and three high schools. At the time that these data were collected, 90.7% of students with disabilities in New York State received part of their daily instruction in general education classrooms and 24.13% received more than 60% of their daily instruction in resource

rooms or segregated special education settings within a public school (National Center for Education Statistics, 2010; Wilson et al., 2011;). The district observed in this study utilized co-teaching methods to help eliminate “like-ability-level class groupings” while raising performance expectations or content standards for all students (Wilson et al., 2011). Wilson et al., wanted to find the relation between the students taught in the resource room in correlation with the students co-taught in general education classroom. They also combined the type of services students received and their location, such as counseling, speech, occupational therapy, and physical therapy.

According to Wilson et al. (2011) there was not a significant difference between the students taught in the resource room versus students in the co-taught general education room. “The ANOVA analyses indicate no significant differences in academic performance (i.e. grades) across education placement options in English, mathematics, and social studies” (Wilson et al., 2011, p. 157). However, there was a substantial difference in science between the students that were co-taught and the students who received alternate day support. The students in alternate day support- classes in which a special education teacher provided support and supplemental instruction to students on an alternate day schedule, emphasizing study skills- performed better than students in the co-taught class (Wilson, et. al., 2011). The findings that Wilson et al., were able to discover suggest that not all situations fit all students. Perhaps the teachers and administration should look at each child individually and decide what would be most beneficial for him creating a teaching environment that is best suited to his needs enabling him to learn to the best of his ability.

Self-Contained

Some special education students may need separate environments for instruction, taught skills more adapted to their needs, one-on-one time, limited distractions, or a separate more supportive community. If students are placed in a self-contained classroom, it is argued that they will have a “homogenous grouping that presents the best approach for dealing with the heterogeneity of school populations” (Causton-Theoharis, et al., 2011, p. 63). In a self-contained classroom, the students will be in a smaller environment with other children with like needs creating a sense of belonging and safety.

In a seven-year qualitative study to examine six self-contained special education settings, Causton-Theoharis, et al., (2011), evaluated the social, emotional and academic experiences of students with disabilities placed in self-contained programs. Self-contained classroom settings are more protective environments for students with disabilities, which suggest that self-contained settings serve as their own supportive community for students with disabilities that cannot be replicated in a mixed ability, general education classroom (Causton-Theoharis, et al., 2011). These findings can also be supported by Wilson, Kim & Michaels, (2011), who “believe that our findings may support the revised understanding of the field that special education is a service and not a place” (p. 159) The data from all six settings in this study suggest that the self-contained classroom was not often a place where a supportive community was purposefully created or given much attention.

What Do the Students Want?

So what do the students who have experienced both methods prefer? Only a few studies have specifically focused on students' perceptions of their placement setting (Jenkins & Heinen, 1989; Klingner, Vaughn, Schumm, Cohen, & Forgen, 1998; Pugach & Wesson, 1995; Vaughn &

Bos, 1987; Wang & Birch, 1984). According to Klingner et al. (1998), the students in the following study considered the pull-out model to be preferable to inclusion, although the students with learning disabilities are closer to an even split on this issue than the non-learning disabled students. However, Holloway (2001) stated that “general education settings produced achievement outcomes for students with learning disabilities that were neither desirable nor acceptable” based on an inclusion study conducted by Zigmond in 1995, therefore supporting that students with LDs may not prefer either setting but it’s possible that being in the general education classroom is not the best fit.

Klingner et al. (1998) interviewed 32 students (16 with LD and 16 without; 4 fourth graders, 14 fifth graders and 14 sixth graders) who had spent at least 1 academic year each in classrooms participating in pull-out and inclusion special education service delivery models. The team presented their results in two ways: by questions and by student.

Summary of Students' Responses by Group (LD or Non-LD)			
Question	Response	LD	Non-LD
1) What does the LD teacher do?	Helps the gen ed teacher	3	4
	Helps students	11	5
	Teaches	1	3
	Combination of the above	1	4
2) Who does the LD teacher work with?	Everyone in class	3	6
	Everyone AND students who need extra help	7	9
	Students who need extra help	5	0
3) Why do you have two teachers in your class?	One is the LD teacher	5	0
	Second one helps the teacher	1	5
	More help for the students	3	6
	I don't know/Unrelated guess	7	5
4) How do you like having two teachers?	I like it	16	16
5) Which way helps kids learn better?	Pull-out	8	10
	Inclusion	6	3
	Both ways	2	3

(Klingner et al., 1998)

This end result could be due to various reasons: for example, the general education teacher may be unprepared, unable to differentiate the lesson plan, unable to utilize RTI appropriately, or may not be as familiar with special education students' needs. Other possibilities could include the general education classroom being too loud where students with special needs such as Autism, may be unable to focus or concentrate on the materials at hand. Looking at question 5, "Which way helps kids learn better?" students with non-LD state that pull-out is the best. This could be due to disruptions created by the LD students or the level of noise between the general education teacher and the student requiring extra support.

Hannes, et al., (2012) supports these findings stating that schools should create opportunities that allow for individual attention and students with special needs "feel stigmatized by being pulled out of general education classes" (p. 1711). Rea and colleagues also found that

students with learning difficulties served in inclusive classrooms achieved higher course grades in language arts, mathematics, science, and social studies, than students with learning difficulties in pull-out programs (Hannes, et al., 2012).

Solutions

Inclusion is more prominent than ever in classrooms and students with special needs are needing support as much as ever. What is an educator to do in order to give these students what they require in order for them to be successful in the classroom and the community?

As time goes on and university programs training teachers becomes more rigorous, teachers are better equipped in the RTI (Response to Intervention) instruction along with learning how to differentiate lessons more appropriately for the classroom. As RTI becomes stronger in the classroom, there are less and less LD students being referred for services (Cherie Karol, personal communication, December 8, 2015; Special education teacher) creating space in the resource room for students who require more hands on and one-one-one attention and instruction.

Most research suggests that students are more successful in co-taught classrooms in which there is a general education teacher along with a special education teacher. Sailor and Roger (2005) suggest utilizing schoolwide models, in which students with IEPs are not removed from the general education classrooms to receive one-on-one therapies and tutorials or to go to resource rooms. They further recommend that all services and support are provided in such a way as to benefit the maximum number of students, including those not identified for special education (Sailor & Roger, 2005). Zigmond, (2003) argues that individualized planning is the hallmark of special education for students with disabilities. Another suggestion, combined with

RTI, is that special education needs to be integrated with general education utilizing the universal design model.

But what about those who support the continued pull-out method in order to provide students with the necessary skills to succeed? Many argue, students included, that children who are pulled out of the classroom feel stigmatized and more like social outcasts. Regarding social outcomes, these researchers argue that cooperative arrangements in the general classroom decreased the rejection of peers toward students with disabilities (Causton-Theoharis et al., 2011). Therefore, it is up to the general education teacher to create a culture in the classroom in which the students feel safe and accepted and that each child recognizes their differences and individual needs.

Summary

In conclusion, based upon the research, it suggests that there is no concrete answer as to the best, most appropriate environment for a child with special needs to be taught. If classrooms become more of a co-taught environment, combining general educators with special educators, students may obtain a stronger education attaining the benefits that come with having two teachers in one classroom. It would also be beneficial to the school to ensure that the general education teacher is equipped to handle students with special needs by offering support and professional development opportunities to increase their knowledge and understanding. Allowing the service providers time and opportunity to collaborate with the general education and special education teachers will also improve communication so that the students' interests and needs are being met.

Introduction to the Study

Inclusion has become the norm in typical classrooms and students with special needs struggle to find the least restrictive environment. Is it one-on-one with the special education teacher or is it in the classroom with 32 other students grappling with the same math standard? A child who requires services, such as speech therapy, physical therapy, occupational therapy, or counseling, may be pulled out of the classroom up to three times per day. Add the need to work with a special education teacher one-on-one or in small group and it could be more. So the question is, how does the being pulled-out of the classroom one or more times per day affect the child's social success?

I've been in the classroom for six years and have repeatedly noticed my students leaving the classroom for services or extra support. In order to make sure that they are not "punished" for requiring these services, the teachers ensure that the student doesn't miss any art, music, P.E., recess, lunch, or any of the activities that could be perceived as fun. Therefore, the only times available for students is during ELA, spelling, math or expedition (Learning in the classroom based on science or social studies standards). The services vary from thirty minutes to an hour, and subsequently, the student will return in the middle of instruction or classwork generally lost and unsure. The students who remain in the classroom notice the children's comings and goings but some teachers feel that if the culture in the classroom is positive, the students will not say anything negative. However, how do the children who are pulled out feel when they are continuously removed from group work and classroom settings, as the teachers secretly tell them when it's time to leave or when the provider comes into the classroom and works with them openly?

I first received permission from my school leader to allow me to conduct the study and interviews in the school. I wanted to interview the parents, classroom teachers, special education teachers, and services providers to evaluate what their feelings on push-in versus pull-out in the classroom and how the students that are receiving these services react in social settings. After I received permission from my school leader, I contacted four sets of parents in my classroom to see if they would be interested in participating in an interview about their child's social behavior, acceptance, and interactions. Once I was able to acquire the parental interviews, I moved to the teacher interviews. I interviewed two classroom teachers, one special education teacher who specializes in pull-out services, one special education teacher who co-taught in the same classroom as the general education teacher, and one service provider. Once all my interviews were conducted, I moved on to my special needs students to ask their opinions on receiving services. In my classroom alone, I have six students who receive one or more services and I felt their voices should be heard. For example, I asked them questions such as:

1. How often do you leave the classroom to work with a different teacher?
2. Do your friends ask where you go?
3. Where do you learn best, in the classroom or in another location?
4. Do you feel you have a lot of friends at school or in general?
5. How often do you have playdates per week?
6. Do you enjoy working with others on classroom assignments or by yourself?

Context

This study took place in a Rochester elementary school. The school is kindergarten through sixth grade and has two teachers and one teaching assistant per grade level, and each grade level has 30-33 students. There is one special education teacher and one intervention

teacher. This school was chosen due to its demographics that reflect the county in which it resides. The students are a blend of socioeconomic backgrounds along with abilities and needs.

Participants

The study involved five general education teachers, two special education teachers, four parents, and six fourth grade students who have IEPs. The general education teachers teach various grade levels ranging from first grade through sixth and one music teacher.

The students have various needs ranging from Attention Deficit Hyperactivity Disorder (ADHD), Autism, Anxiety Disorder, Learning Disability, Speech, and Multiple Disabilities. Their needs involve speech therapy, counseling, occupational therapy, and special education interventions. In some cases, the students leave the classroom once or twice a week for an hour, but in others, the students can leave up to three times in one day.

Researcher Stance

I have been in the classroom for seven years and have witnessed my students with special needs leave the classroom to receive services such as speech, physical therapy, occupational therapy, counseling, or resource with the special education teacher. I began to think about inclusion and wondered, if inclusion means that the child should be taught in the least restrictive environment, why are my students leaving sometimes three times a day? Oftentimes they return to the classroom and have missed important instruction time or scaffolding of the lessons which can leave them anxious and unsure about what the task is at hand. Although the general education teachers do their best to meet the needs of the students, are they qualified to meet the needs of each and every student in that classroom?

I began my study by interviewing two special education teachers in my building, along with four general education teachers and one music teacher. Later, I was able to talk to the parents of my students to get an at home perspective of their child and their needs and how the pull-out affects their child socially. Lastly, I surveyed my students to get an understanding on how they feel about being pulled out of the classroom or when the special's teacher attends class and helps them one-on-one.

I am a New York certified elementary teacher and work as a teaching assistant at an Upstate New York city school. I am currently working towards earning a Master's of Science in Special Education because inclusion has become an integral part of the classroom and I feel that in order to better meet the needs of my students, I needed to be more specialized.

Method

The purpose of this study is to establish the best place to educate students with special needs. There seems to be much discussion on what exactly is considered the "Least Restrictive Environment." Therefore, the goal of this study is to decide if students with special needs feel the social effects of having a specialist in the classroom or when the specialist pulls the child out.

I first discussed my research project with the school leader. I reached out to the special and general education teachers in the building inquiring about availability for interviews. Once that was completed, I touched base with parents of the students in my class to conduct interviews with them. Following the parent interviews, I sat down individually with the students in my class to survey their feelings on being pulled out of the classroom.

Procedures

Informed Consent and Protecting the Rights of the Participants

I received verbal consent from my school leader, teachers, and parents. I'm protecting the rights of the participants by using pseudonyms and ambiguous location of the school. I won't use my teachers, parents, students' names. The information that I get from the interviews will be erased or destroyed.

Data Collection

I used interviews to collect my data. There were two interviews with special education teachers, four interviews with general education teachers, one interview with a music teacher, four interviews with parents, and five surveys with the students of special needs. The questions used were created by myself in order to gather the information that I needed. In some instances, the teachers felt comfortable to talk outside of the questions allowing me to gather more information and build on my questions.

For the interview process, I had a high response rate from both teachers and parents. There are twelve general education teachers in the school and I was able to connect with five of them from various grades and content areas which equaled approximately 42% participation. I was most interested to find out what the classroom teachers thought of the current learning situation of their students with special needs and how the pull-out versus push-in affected the students' social success. Because the school where the interviews took place is small in student population and number of teachers, this data is reliable.

When asked where students learn best, in the classroom or smaller settings, three out of the five classroom teachers that I interviewed feel that it depends on the students and their needs. One sixth grade teacher stated, "I personally believe kids learn best with their peers, but it really does depend on the kid and their needs" (Teacher # 1). Two of the three teachers are also noted in saying that when a student who struggles with anxiety or Autism and has been pulled out of the classroom, they tend to struggle more upon return to the classroom versus a student with a Learning Disability.

Two teachers are quoted as saying that the students would benefit from both push-in and pull-out, but that an ideal situation would be in the classroom with extra or individualized support. "We have such a strong culture at our school and strive to help each child feel a part of the class and that school is a positive place for them" (Teacher #2).

When I asked the teachers whether or not the pulling out of the student had any effects on their social success, I was given a variety of responses. Two teachers said no, and one gave credit once again to the culture of the school saying, "When a student leaves the classroom with their specials teacher, it's accepted as 'normal'" (Teacher #3). The music teacher replied that it must be because with one student in particular, he misses all the scaffolding of the lesson and gets frustrated and then refuses to learn or work with peers. Another teacher states that a student's reaction "can be so extreme that it stands out and can be a barrier to working with peers" (Teacher #4). Two teachers say that it depends on the child and how often he/she is pulled out. For many students, they are able to jump back into class without a second thought. For others, such as students who struggle with transitions and coming and going at different times, it can be difficult to settle in.

As I conducted the interviews, I became more curious about how the students behaved in the classroom and interacted with their peers. Were they social and work well with others or did they cause disturbances instead, leaving other students struggling to learn during instruction time?

I asked the teachers if their students with special needs were social in the classroom and how well they collaborated with others. All five of the teachers said that their students were very social and contributed to classroom discussions. One second grade teacher noted that he had one student that has very little to contribute to classroom discussion “but most do” (Teacher #5). The other four teachers were relatively positive, and a first grade teacher stated that, “Yes, though this may be calling but they all look forward to when they can play with others” (Teacher #2). The only outlier in response to the question was from the music teacher who did note that one student, out of all seven grades, tends to be more standoffish and shy. Students who stand out the most in the classrooms tend to be the students with Attention Deficit/hyperactivity Disorder (ADHD). They are more likely to move about the classroom, talk to students consistently, and although worked with other students during collaborative work, they could be off task not contributing to the work at hand.

The final question that I asked the teachers was whether or not the students with special needs caused disturbances in the classroom. This question was important because that was an argument found in many research papers against inclusion. Some teachers and parents feel that the students with disabilities can distract other students from instruction, further inhibiting their learning.

Again, all five of the teachers said yes, but to various degrees. Two teachers are noted as saying that some do, while the other three teachers said yes, mostly when they are frustrated or

when a nonconforming peer breaks a rule. Students with ADHD were often noted as key contributors to disturbances along with students who suffer from anxiety, struggle with transitions, or have Sensory Integration Disorders. Some of these students tend to have violent outbursts such as throwing things or yelling.

Following the interviews with the general classroom teachers, I was able to sit down and talk to two special education teachers. I had three questions for the teachers that focused on where students with special needs learn best and whether or not they notice when they are pulled out of the classroom. Both the teachers had similar answers but different points of view.

Special Education Teacher #1 (SET), co-taught in a general education classroom with a class size less than thirty in a school where every classroom has one general education teacher and special education teacher working together. I asked her where she felt students with special needs learned best and she answered that it depends on the needs of the student along with the philosophy of the school. However, SET #1 feels that "It's always best staying with peers unless their needs are so drastically different than what the other kids are doing that they need to be pulled out." Students with special needs can learn from their peers oftentimes more than from the teacher. Their peers can incorporate grade level language and explanations that make sense and increase the level of understanding for all students.

She further mentioned that students are more successful in smaller groups which was also supported by SET #2. Students at this level can be affected by embarrassing moments not only by being pulled out of the classroom but also by being below grade level in reading or math. As they get older, they recognize the differences in abilities and if the teachers collaborate together, they can limit the gap by creating meaningful differentiated lesson plans and combine it with appropriate Response to Intervention plans.

SET #2 felt that students with special needs learn better in the classroom but in a smaller inclusive setting, such as 15-18 children. She also agrees with SET #1 that every classroom should have a general education teacher combined with a special education teacher in order to meet *all* the children's needs.

In some instances, students are more successful in smaller one-on-one settings or groups no larger than six children. She claims that, "You can't compartmentalize all kids. Inclusion. I like the idea but our school has too many bodies for that to be successful" (Special Education Teacher #2).

When asked if they feel that pulling the child out of the classroom has any effects on their social success, both animatedly agreed that it does. If the school is large enough and students are constantly coming and going, children may be less likely to notice when other students are leaving. However, in smaller schools, children do notice. For example, in third grade, a student who would consider himself "cool" is "mortified every time he is pulled out" (SET #1). He has since been asked to come up on his own because he's so embarrassed.

"In fifth grade, there is a student whose letters are still backwards and ten children started asking me if I was going to start taking Jay now, because I took him out once for an assessment" (SET #2). She further mentions, "Our students are understanding but they're still kids. They notice academics, needs, and differences" (SET #2). However, not all children notice when students are pulled from the classroom and others may see this as being normal.

I then followed up with a question of whether or not the special education teachers feel that students with special needs have any less friends than other students who do not receive services. Both teachers remarked that they don't feel that this affects their number of friends. "If students are limited in number of friends, it's because they have other issues. It's the whole mix,

they're struggling in school, with self-esteem. From what I've seen, it's not pulling-out alone that affects them" (SET#1).

I was then curious about the ages of the children and their level of social self-esteem. I asked the teachers if age affects the level of embarrassment in the students when they leave the classroom. Again, both teachers said yes. Typically, younger students are excited to leave the classroom and enjoy the one-on-one time with the service providers. It makes them feel special and the students left in the classroom often want to come too. By third grade, however, students begin to notice the difference and then by fifth grade, they really don't want to go. SET #2 also said it depends on the specials provider that the children are seeing. If they have a good connection with them, then they are more likely to want to go. SET #1 finished off by saying, "Some kids want to go because they know they will be successful there whereas they are not as successful in the classroom. They feel safe."

The third set of questions were directed at the parents of students with special needs. The parents were able to provide a more in depth look at what their children are experiencing on the social success spectrum. These interviews allowed me to visualize a more accurate portrayal of their children based on the questions and the time spent with each parent.

The four parents that I interviewed all state that their children feel special or different when they are pulled-out of the fourth grade classroom. Parent #3 stated that, "Mark has always been pulled out and it makes him feel special, loved, going down there." Another parent worried that his son felt singled out, "and separate from his classmates but then he began to see the value in it when he noticed he could comprehend and retain more of the lesson materials" (Parent #4). According to the classroom teacher, some of these children are pulled out of the classroom at

least once a day and look longingly at the teacher whenever the phone rings for a student to go to the special education classroom.

Parents are oftentimes the advocates for their children to receive services in order for them to be more successful in school. They may notice that they are not up to grade level with the other children and generally bring their concerns to the classroom teacher. So how do they feel once their child receives services and are then required to leave the classroom regularly? Where do they feel their child learns the best: in small group setting or in the classroom?

Parent #1 commented that she worries that her daughter will be missing out on important instruction while another parent felt that her son is better off in a smaller group or one-on-one. "I would love for him to be able to work with the rest of the group but he's just so distracted all the time and if you are not speaking directly to him, he will check out" (Parent #3). One parent further stated that it "helps immensely and allows him the time to really focus and slow down to learn" (Parent #4). Deborah does great with one-on-one instruction and really seems to thrive, according to her mother and teachers. However, her parents have discovered that if she's learning something that she's interested in, she's more likely to want to hang with the group but as she gets bored or the work becomes challenging, she prefers to work with the special education teacher or any available adult.

The first set of parents I interviewed, Parents #2, determined that it's not a matter of where their child learns but with who. They found that if Aiden is with teachers that are meeting his needs, then that is what matters most. For instance, last year he was in a classroom with a Highly Qualified teacher and a special education teacher and Aiden wished to remain in the classroom where he thrived because the teachers were meeting his needs. This year, however, he has found that his academic performance is higher in a smaller setting with the special education

teacher. They also feel that because he has ADHD, he does better in smaller group settings because the classroom size is too large. Aiden benefits from a smaller, more focused group, that has more positive energy.

As parents recognize some of the positive academic effects pull-out has on their children, I begin to ask them the social questions, such as how many good friends does your child have and are they social outside of school?

What's really interesting is that the children in question each consider the other a best friend. They hang out in class, have playdates outside of school, and invite each other to birthday parties. The four children are social with the other students in the classroom but tend to gravitate towards each other. Parents #2 says that their son, Aiden, is a bit of a defender for the other two and doesn't like when any child is mean or bullies another child. Mark's mother made the comment also, that Aiden has stuck up for Mark and doesn't judge him. However, the parents claim there are times when Aiden has a hard time connecting with other students in the classroom but for the most part, gets along with everyone.

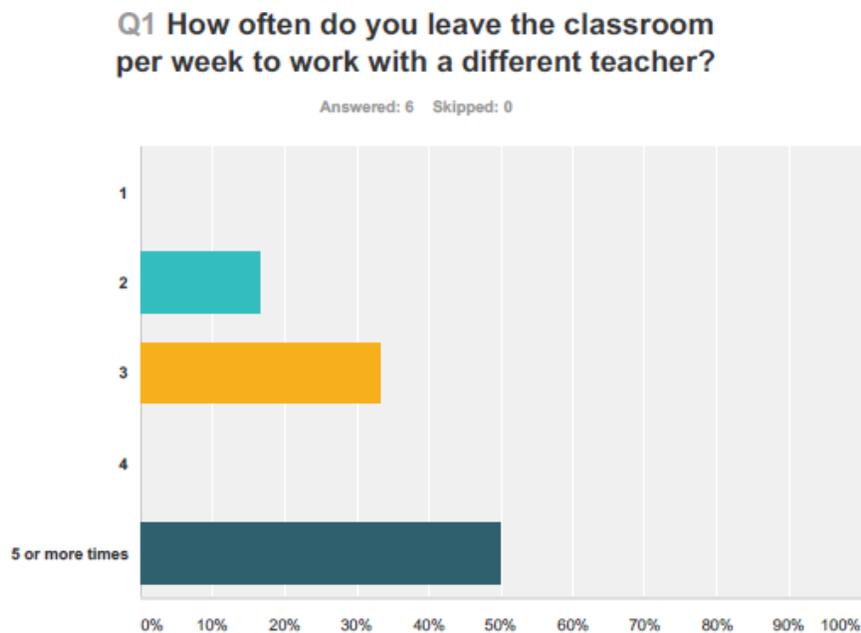
According to Parent #1 and Parent #4, their children do not have many playdates but they feel that is due to time schedules rather than disabilities. Parent #1 states that, "Deborah doesn't have a ton of playdates... Most are at our house but she does her best to relate with each person." Parent #2 has regular playdates with a classmate who lives down the street. They have known each other since they were toddlers and tend to act like brother and sister but with understanding the boundaries of play.

Based on the information discovered from my interviews, I deduced that the three parents of the students with special needs in this classroom feel that their children do better in the smaller group settings and one parent (#4) feels that his son is doing better in the larger class

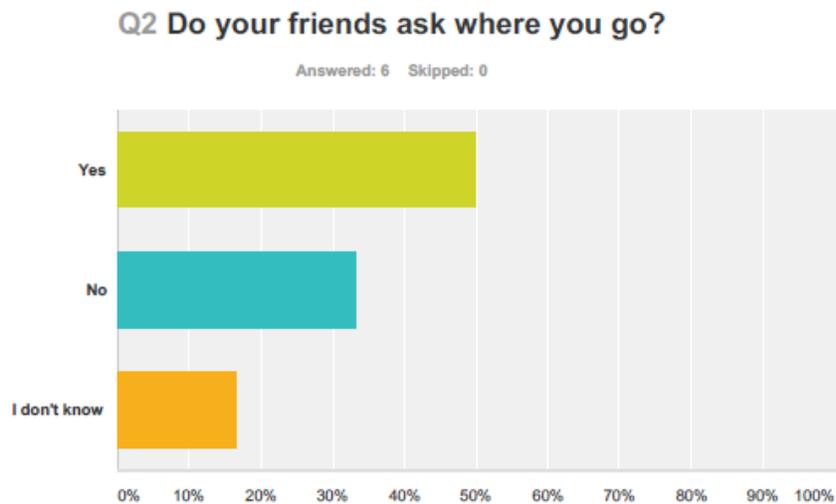
sized group. He stated that his son, Matt, “Does well with one-on-one and small groups but is also successful with the pressure of getting things done when his classmates do. I think till he fully develops, he will continue to struggle in that area but I don’t see it as a deficit. It’s simply how he learns and progresses” (Parent #4). However, Aiden’s parents feel that their son would be successful in a classroom setting as long as he is with a special education teacher that understands his needs.

In the end, where do the children feel they learn best and how do they feel socially when they leave or enter the classroom? I sat down individually with six children who receive services from extra support in and out of the classroom, to speech or occupational therapy. I asked the children six questions that enquired about their social life combined with their learning environment.

Because this study began with me witnessing students constantly leaving the classroom to receive services, my first question revolved around how often the students leave the classroom. Out of the six children, three leave the classroom more than five times per week whereas two children leave three times per week and one child leaves the classroom two times for speech therapy.



I was curious if the other children in the classroom noticed when these six children left the classroom which according to the special education teachers, can make the students receiving services feel self-conscious. I asked the six children if their friends ask where they go and 50% of the children said, yes. Two children mentioned to me that their friends used to ask all the time but now they don't any more. One student wasn't sure, whereas two children said, no.



With all the debates about where exactly the Least Restrictive Environment is and whether or not inclusion should be mandatory, I wanted the students' opinion on where they feel they learn best. By fourth grade, I believe that the children have a good feeling on where they are most successful in their learning. Turns out, three of the children learn best in the classroom and three of the children learn better in a different location or smaller group.

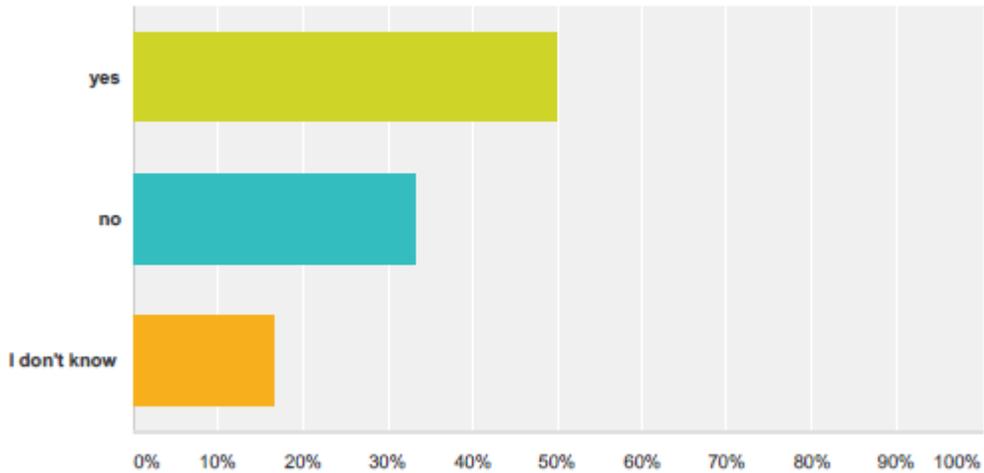


The next three questions were mostly directed at how socially active they are in and outside of the classroom. Because I'm concerned with the students with special needs' self-esteem, I wanted to get their take on their social life. Again, 50% of the group said that they feel they have a lot of friends and two children said no. The sixth child said he/she didn't know if they had many friends or not.

Being social outside of school can be just as critical as being social in school. I often see student arranging playdates after school, especially on Wednesdays since it's a half day. The fifth question I asked the children was how often do you have playdates per week. I then gave them options for number of times per week. The answers were all over the board. One child has no playdates generally during the week whereas four children have at least one to two playdates per week, and the last child has three or more. He claimed that this is because he has a lot of friends in the neighborhood with whom he plays with.

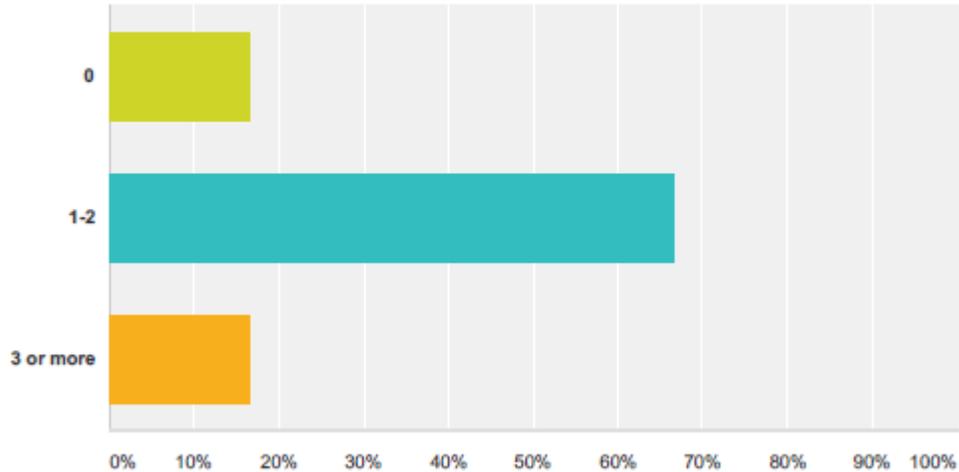
Q4 Do you feel you have a lot of friends?

Answered: 6 Skipped: 0



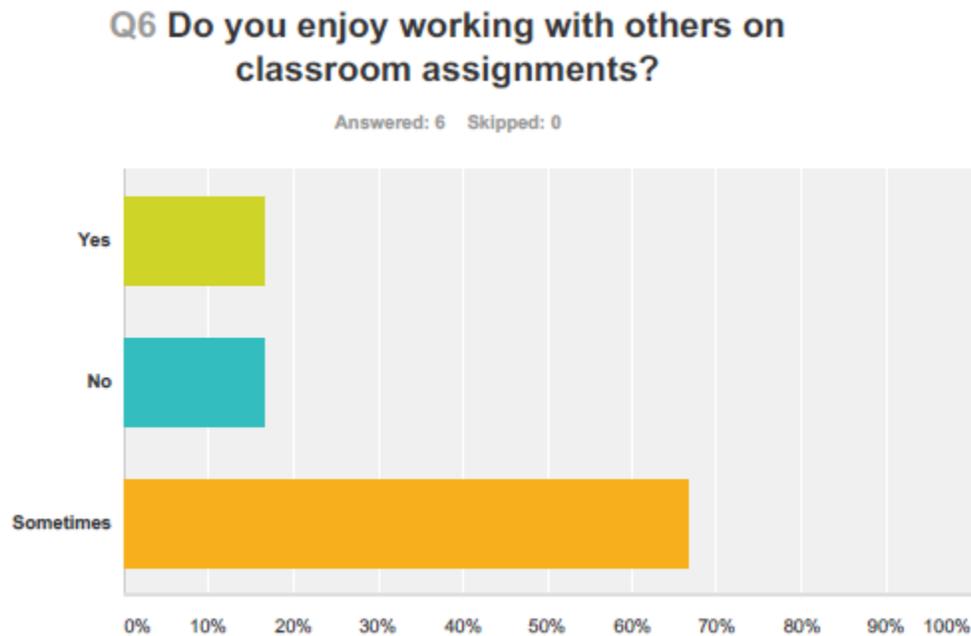
Q5 How often do you have playdates per week?

Answered: 6 Skipped: 0



At the school in question, there is a lot of collaborative work among the students, which can be a challenge for some. If a student is hyperactive, has an emotional behavior disorder, or a form of anxiety, doing group or partner work can be difficult for the student along with the students he/she is paired with. They can be disruptive, disagreeable, and sometimes emotional.

Other times, I have witnessed students not contributing to the group work at all. In the final question, I asked the students if they enjoyed working with others on classroom assignments and four children answered, “sometimes.” One child answered yes and the sixth child answered no.



Data Analysis

Teachers:

When a person becomes a teacher, one would assume they have the best intention. A teacher wants their students to be successful, feel safe, and grow academically. Upon performing my interviews, I found that to be nothing but the truth. Each teacher I spoke with voiced their concerns for their students wanting nothing but the best for each child.

I went into this study expecting that teachers, parents, and students alike would prefer to be in the classroom setting, with their peers, learning and laughing. However, I was surprised to

note that 71% of the teachers, general and special education teachers, I interviewed feel that the best place for students to learn is solely up to the child and his/her needs. Upon reflection and observation, I can see why this is true. When combined with the students and parents' answers on where they feel they learn best, it makes sense. In my career I have often worked with small groups or one-on-one and it seems to be beneficial to the child(ren) receiving the help. Combine it with diagrams, hands-on manipulatives, and their success rate increases dramatically. As Kauffman stated, there is no problem meeting special needs outside of the classroom (O'Neil, 1994) which many students require in order to gain the most of their instruction.

So, is inclusion so cut and dry as to every child should be in the general education classroom all the time? Special Education Teacher #1 noted that all students should have the opportunity to learn with their peers unless their needs are so drastically different than what the other children are doing that they need to be pulled out. This is also supported by Causton-Theoharis et al. (2011). According to Causton-Theoharis et al. (2011), all students with disabilities have a right to be in the least restrictive environment. Sapon-Shevin had also mentioned that the children are being placed in the LRE but then, their needs must be met (O'Neil, 1994).

Hannes, Von Arx, Christiaens, Heyvaert and Petry, (2012) did a comprehensive research study to evaluate the effect of inclusive education on students with education needs and they found that the pull-out classroom model is valued for its education benefits, however, less appreciated for social reasons, referring to general feels of segregation from other students (Hannes et al., 2012). This was supported by my findings. The students do tend to notice when they are pulled out, especially in the older grades. This could be because they are becoming more

aware of their social status and what it may “look” like to other children. Children of all ages can be self-conscious and self-aware, constantly wondering if they are wearing the right clothes, whether or not they are athletic enough, and do others view them as dumb. Possibly in some schools it is noticed but at this particular school, the majority of the children feel safe or even special when they are pulled from the classroom.

I believe that it is up to the school- the teachers, principal, and parents- to create a culture in the school that embraces differences and recognizes that not all children are the same. If a school is able to do that then the children may be more likely to go to their specials without feeling embarrassed or different.

Parents:

The parents' responses were also different than what I expected. I had imagined that all parents would want their child in the classroom as much as possible but was pleased to find that they support the fact that their child needs to be where they are happiest and most likely to learn. In some instances, such as Aiden, it can differ from year to year. This may be due to the fact that not all teachers in the classroom are skilled in special education needs. Add the inexperience to the number of students per classroom and it can be quite difficult for a single teacher to meet all the children's needs.

Socially, according to parents and students, it seems that the children are comfortable with the number of friends that they have. Only one child that I communicated with felt that he didn't have enough friends but he did say, the few that he had were his BEST friends. The parents feel that their children's needs are being met socially and that the group of five, mostly tend to hang out together.

One outlier that sits on the forefront of my brain is Mark. His mother stated that the most accepted and “normal” he has ever felt was when he went to a camp with other autistic children. He didn’t feel different. She said, “He came home from camp and was like, Mom! The kids, they get me and I understand what they’re saying!” which made her happy and sad at the same time. We do our best as educators and parents to do what is best for our children and we put them all together hoping they will learn from each other, but there has to be a sense of peace when a person, a child, can be around other people with similar interests and thought processes.

Students

Again, it seems that five out of the six children that I surveyed hang out together the majority of the time. According to their fourth grade teacher, they tend to gravitate toward each other during free times and recess. I believe that my fourth question should have been more clear. When I reread it and noticed that one child answered, “I don’t know” it could have been because I didn’t clarify what a “good friend” was. In all reality, it’s all relative. One student said, “Well, I don’t have many friends but I do have two really good friends” whereas another student gets along with everyone but doesn’t consider anyone a “good friend.”

I was most shocked but then confirmed by the students’ answers for where they learn best. It’s divided half and half and that goes to show that the students are not all the same. An educator or school cannot lump all students into the same category and expect them to have the same needs. Three of the students are most successful in smaller, quieter settings, whereas the other three feel they do better in the classroom. This could be due to various reasons, such as the teachers are able to meet those students’ needs and maybe they enjoy being social and working with other children. In other instances, the students that prefer a different setting could be related

to what a parent referred to as a safe environment. If the child feels unsafe in the classroom, they will prefer to be in a setting where they are successful and supported.

Conclusion

I approached this paper with the need to discover why my students were continuously pulled out of the classroom for various needs. I was sure that I would find reports and research to help back up my theory that the LRE is always the classroom. However, based on the literature that I found, it seems that the LRE is wherever the student is best able to learn. The ideal situation is a smaller classroom setting with a general and special education teacher co-teaching together. This would allow the teachers to reach each child's needs and the students would not be able to decipher the difference between the teachers and therefore would be able to continue service anonymously in the classroom.

Appendix

Interview Questions

Parent

- How do you think your child feels when he/she is pulled out of the classroom for services?
- How do you feel about your child being pulled out of the classroom for services?
- How many friends does your child have at school or in the classroom?
- How many would be considered “good” friends or “best” friends?
- How often do they have playdates? At your house or another child’s house?
- Do they feel more comfortable with some students vs others?
- Do you wish your child was pulled out of the classroom more or less? Why or why not?
- Does your child notice when they are pulled out of the classroom for services?
- Where does your child work/learn best?

Gen Ed Teacher

- In your opinion, where do you feel the students with special needs learn the best? In the classroom or in a smaller setting.
- Do you feel that pulling the child out of the classroom has any effects on their social success?
 - Are your students with special needs social in the classroom?
- Do they participate in classroom discussions?
- Collaborate with other children?
- Talk consistently with other children?
- Do the students cause disturbances in the classroom?

Sped Teacher

- In your opinion, where do you feel the students with special needs learn the best? In the classroom or in a smaller setting?
- Do you feel that pulling the child out of the classroom has any effects on their social success?
- Have the children ever commented to you that they are embarrassed to leave the classroom for services? Do you notice more of a difference based on age?

Student

- How often do you leave the classroom to work with a different teacher?
- Do your friends ask where you go?
- Where do you learn best, in the classroom or in another location?
- Do you feel you have a lot of friends at school or in general?
- How often do you have playdates per week?
 - Do you enjoy working with others on classroom assignments?

References

- Bailey, B.R. & Head, D.N. (1993). Providing O&M services to children and youth with severe multiple disabilities. *View*. 25, 57-66.
- Causton-Theoharis, J., Theoharis, G., Orsati, F., & Cosier, M. (2011). Does Self-Contained Special Education Deliver on Its Promises? A Critical Inquiry into Research and Practice. *Journal of Special Education Leadership*. 24(2), 61-78.
- Hannes, K., Von Arx, E., Christiaens E., Heyvaert, M., Petry, K. (2012). Don't pull me out! Preliminary findings of a systematic review of qualitative evidence on experiences of pupils with special educational needs in inclusive education. *Procedia-Social and Behavioral Sciences*. 69. 1709-1713.
- Holloway, J.H. (2001). Inclusion and Students with Learning Disabilities. *Educational Leadership*. 86-88.
- Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1401 (2004). Reauthorization of the Individuals with Disabilities Education Act of 1990.
- Klingner, J.K., Vaughn, S., Schumm, S.J. Cohen, P., Forgan, J. (1998). Inclusion or Pull-out: Which do students prefer? *Journal of Learning Disabilities*. 31(2), 148-158.
- O'Neil, J. (1995). Can Inclusion work? A conversation with Jim Kauffman and Mara Sapon-Shevin. *Educational Leadership*. 7-11.
- Rapp, W. (2012). *Universal Design for Learning in Action: 100 Ways to Teach All Learners*. Baltimore, Maryland: Paul H. Brookes Publishing Company.
- Rea, P. J., McLaughlin, V. L., & Walther-Thomas, C. (2002). Outcomes for students with learning disabilities in inclusive and pull-out programs. *Exceptional Children*, 68(2), 203-222.
- Sailor, W., & Roger, B. (2005). Rethinking Inclusion: Schoolwide Applications. *The Phi Delta Kappan*, (7). 503.
- Silverman, F.L., Millspaugh, R. (2006). Physical proximity of occupational therapy and learning support instruction: How room sharing can promote collaboration for professionals and success for students. *Teaching Exceptional Children Plus*. 2(4).
- U.S. Department of Education. (2007). Twenty-seventh annual report to congress on the implementation of the Individuals with Disabilities Education Act, 2005. v (1). Washington D.C.: Author.
- Wilson, G.L., Kim, S.A., Michaels, C.A. (2011). Factors associated with where secondary students with disabilities are educated and how they are doing. *The Journal of Special Education*. 47(3) 148-161
- Zigmond, N. (2003). Where should students with disabilities receive special education services? Is one place better than another? *The Journal of Special Education*. 37 (3). 193-199.